CHAPTER II

REVIEW OF RELATED LITRATURE

This chapter review comprised review of related literature, which covered a review or related theories and review previous study. As the foundation of the research, the review or related theories consists of teaching English, the nature of speaking, the importance of speaking English, teaching speaking, the importance of teaching speaking, types of speaking activities, role play as means or teaching speaking, the procedure of role play, the format of role play, the use of role play, and assessment of speaking

A. Teaching English

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.[1]

In accordance with definition of learning that is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. Similarly, teaching may be defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something. So, teaching can not be defined apart of learning. Nathan Gage, in 1964 years noted that

[1] H. Douglas Brown, *Principle of Language and Teaching*, 4th ed, (Addison Wesely Longman,Inc, 2000), p.7

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> "To satisfy the practical demands of education, theories of learning must be 'stood on their head' so as to yield theories of teaching".[2]

In teaching, teacher should understand about how the learner learns will determine her or his philosophy of education, teaching style, approach, methods, and classroom technique.

In teaching, teachers also have much to gain from knowledge of the psychological theories of language leaning. Some aspects of language learning may require a behavioristic approach, others, cognitive one. And there are three main theories of language learning: *behavioristic, cognitive, and humanistic.*[3]

Language teacher need to know something about this system of communication that is language. Even generally, the foreign language teacher can not teach effectively if they know something about relationship between language and cognition writing system, nonverbal communication sociolinguistic, and first language acquisition. Teacher not to be master linguistic, but they can not hope to teach apart (the particular language) of reality without knowing how the part fits into the whole (language in general).[4]

The TESOL (Teachers of English to Speakers of Other Language) organization, in its Guidelines for the Certification and Preparation of Teacher of English to Speakers of Other Language in the United States (1975), cited

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[2] Ibid.,

[3] Renzo Titone and Marecel Danesi, *Applied Psycholinguistics: An Introduction to The Psychology of Language Learning And Teaching,* (London: University of Toronto Press, 1985), p.52

[4] H. Douglas Brown, *Principle of Language and Teaching,* 4th ed, (Addison Wesely Longman,Inc, 2000), p.6

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> "The necessity for the teacher to 'understand the nature of language, the fact of language varieties social, regional, and functional, the structure and development of the language system. The understanding of the language component will determine to a large extent how to teach a language".[5]

Principally, language teachers have two functions: instructional function and the managerial function.[6] The two functions completed each other. In practice, it is difficult to separate the two functions and the language teachers can perform both functions simultaneously.

Some methods may suggest the language teachers to perform the instructional function more than the managerial one, while some others methods may encourage the language teachers to use the managerial more. Most common roles of language teachers, which are implemented in different methods, some of them are: language teachers function as an organizer, language teachers' function as an observer, and language teacher's function as counselor.[7]

Language teachers as an organizer means that in the classroom, the teachers maintain discipline to the extent that an effective learning atmosphere is established. It can be done by involving the learners more actively in the classroom activities that demand inter-students communication and co-operative effort.

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[5] H. Douglas Brown, *Principle of Language and Teaching*, 2th ed, (Addison Wesely Longman, Inc, 2000), p.2-6

[6] Bambang Setiadi, Teaching English as a Foreign English, (Yogyakarta: Cahaya Ilmu, 2006), p.17

[7] Ibid.,p.18

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Language teacher function as an observer means that the teachers show the errors that the learners have produced and let them to make correction.

While, language teacher as counselor means that the teachers role is to respond the learners' problems, non-judgmentally, and help them to reach what they want to learn.

Today, teachers not only concern with the tremendous amount of English study occurring in the world but also the circumstances of and reasons for studying English that vary widely.[8] For example, there is student who is studying English at an American university and taking an intensive course in English for four or five hours a day in preparation for matriculation as a regular university student, there is the university student in a foreign country who is majoring in science and s studying English for its technical value, etc. Therefore, it result a good deal of confusion in the English teaching field, because methods which are effective in one situation are often forced upon teachers working in quite different circumstances.

1. Teaching English as Foreign and Second Language

Language teaching is influenced by two ideas. First, it is influenced by the ideas on the nature of language (language theories). Second, it is influenced by the ideas on the learning conditions that make the learners to

[8] Robert J.Dixson, Practical Guide to The Teaching of English, (New York: Regents Publishing Company, Inc, 1972), p.12

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acquire the language (learning theories).[9] Different in language theories may affect the selecting of the teaching materials and differences in learning theories may affect the teaching methods.

Some people prefer to call the former of learning English as a foreign language and learning English as a second language. A foreign language context is one where the target of language is not the language of communication in the society. Learning speaking skills is very challenging for students in foreign language contexts. It is because, they have very view opportunities to use the target of language outside the classroom.

While, second language contexts is one of where the target of language is the language of communication in the society. Second language learners include refugees, international students, and immigrants.

However, not all people agree with the distinction between second language and foreign language. Dulay, Bait, and Krashen stated that:

> "Second language acquisition includes learning a new language in foreign language contexts as well as learning a new language in a host language environment".

They use the terms of second language to refer to both foreign language and second language and the teaching methods apply to the acquisition of both. It implies that the way to teach English as a second language is not necessarily different from the way to teach English as foreign

[9] Ibid.,20

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language, and whether English is learned in Indonesia or in Malaysia, it is called the target language.

English is learned in Indonesia by talking about the grammatical rules or English and errors are always corrected. For language learners in Indonesia, where English is not spoken in the society, accuracy is really the focus in learning English. It is not the case when the people learn English in country where English is spoken in the society, such as in the United State in which they emphasized on the ability and fluency in communications or daily lives.

B. The Nature of Speaking

Language skill is divided into two parts: productive skill and receptive skill. In the 1991 years, Savignon stated that:

> "Language generated by the learners either speech or writing is considered *productive*, while language directed at the learners either reading or listening is known as *receptive*".[10]

Speaking consists of producing systematic verbal utterances to convey meaning. Florez stated that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It also often spontaneous, open-ended, and evolving but it is not completely unpredictable.[11]

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[10] Kathelin M. Bailey, *Practical Guide to The Teaching English*, (New York: Mc Graw Hill, 1975), p.2

[11] Ibid.,

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In addition, speaking is not simply written language spoken aloud. It has many aspects; pronunciation, intonation, stress, etc. according to the Van Lier's pyramid, there are two components of spoken language: linguistic analysis and the units of spoken language.[12] Linguistic analysis included phonology, morphology, syntax, and discourse. While, the unit of spoken language included distinctive feature, phoneme, morpheme, word, phrase, clause, utterance, and texts. Although it also relies on almost the same system of grammar and vocabulary that are necessary for writing, but the features of interactive nature of speaking that make different elements of the participants. The features can be; appropriacy, turn-taking, responding and initiating, etc.[13]

C. The Importance of Speaking English

Since the world's globalization and development, English becomes an international language which the most people around this world use it. It is used for communication by people in many different countries. So, people need English not only to communicate with the native speakers but also with all others around this world.

Because English is so widely spoken, it also has often been referred to as a "world language", the *lingua franca* of the modern era. English is the language most often studied as a foreign language in the European Union (by 89% of

[12] Ibid.,7-8
[13] http://www.cambridge.org. Revrieved Wednesday, june,3 2009. 10:00 a.m

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schoolchildren), followed by French (32%), German (18%), and Spanish (8%).Books, magazines, and newspapers written in English are available in many countries around the world. English is also the most commonly used language in the sciences in 1997, the Science Citation Index reported that 95% of its articles were written in English, even though only half of them came from authors in English-speaking countries.[14]

Actually there are many advantages for someone who has fluency in English. First, they can meet and converse with people from different countries. English has become a common language in the world. Even if they meet a Chinese or a European person, you might communicate with each other in English.

Second, the information on the Internet is in English. The importance of the Internet grows rapidly in all fields of human life, including not only research and education but also marketing and trade as well as entertainment and hobbies. This implies that it becomes more and more important to know how to use Internet services and, as a part of this, to read and write English.[15] A person who cannot use English is very limited in the computer age. That fact alone might be enough to motivate a person.

Third, many common jobs depend on some level of English ability. Computer programmers, business people, and even some musicians have one

[14] http://www.cambridge.org.Revrieved Wednesday, June, 3 2009. 10:00 a.m
[15] Ibid.,

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thing in common, etc: they need English at work. The English language will lead to higher paying jobs, more social mobility, and a great deal of social success. History, having a powerful command of the English language will greatly increase our success. As development of English study, Hedge stated that:

> "For many students learning to speak competently in English is priority. They may need this skill for a variety of reasons, for example to keep rapport in relationship, influence people, and win or lose negotiations".[16]

D. Teaching Speaking

There have been so many ways and theories found to help the teachers to develop students' capability in using the language. Various kinds of speaking activities, such as role play, drama, and games, hopefully can be applied in English class.

Actually, there are some different approaches and methods that had been used to teach language. For many years, language teaching was seen as helping learners develop linguistic competence. It is helping students master the sound, words, and grammar pattern of English.[17]

In 1974, the sociolinguist Dell Hymes proposed the notion of communicative competence as an alternative to Chomsky's linguistic competence. Communicative competence includes linguistic competence, and includes a range of other sociolinguistic and conversational skill that enable the

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[16] Tricia Hedge, *Teaching and Learning in the Language Classroom,* (New York: Oxford University Press, 2000), p.261

[17] Kathelin M. Bailey, *Practical Guide to the Teaching English,* (New York: Mc Graw Hill, 1975), p.3

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speaker to know how to say, what to whom and when to say.[18] In addition acoording to the savignon, the communicative competence is the ability of language learners to interact with other speakers, to make meaning, as distinct from their ability to perform on discrete-point tests of grammatical knowledge.

There are several important model of communicative competence: sociolinguistics competence (ability to use language appropriately in various contexts), strategic competence (ability to use language strategies to compensate for gaps in skills and knowledge), and discourse competence (ability to sue language in terms grammatical of sentence and now texts are constructed).[19]

These four components of communicative competence have several practical implications for EFL and ESL teachers. Since communicative competence is a multifaceted construct, it is important for teachers to understand the complexities learners (balancing fluency and accuracy) face when they are speaking English.

An important concept for teachers to understand is that while students are at the beginning and intermediate levels of language learning, that is while they are still developing their proficiency, fluency and accuracy often work against each other. Likewise, language learners can sometimes speak quickly, without

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[18] David Nunan, *Second Language Teaching and Learning*, (Boston Massachusetts: University of Hongkong, ITP, 1999), p. 226

[19] Kathelin M. Bailey, *Practical Guide to The Teaching English*, (New York: Mc Graw Hill, 1975), p.3

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hesitating to apply the rules (grammar) that they have learned, but doing so many decrease their accuracy.[20]

Moreover there had been used different methods in language teaching. History of language teaching methodology included:

1. 1850s-1950s: Grammar Translation Method
2. 1890s-now: Direct Method
3. 1960s-1970s: Audio Lingual Method
4. 1960s-1980s: Structural-Situational Method
5. The Silent Way
6. Suggestopedia
7. CLL
8. TPR (Total Phsycal Response)
9. Natural Approach
10. CLT (Communicative Language Teaching)

But it just was three methods which dominated language teaching in the past sixty years. It was *grammar-translation method, direct method, audio-lingual method and communicative language teaching.*[21]

In the *grammar-translation method,* students are taught to analyze grammar and to translate from one language to another language. *Grammar-*

[20] Ibid., p.5
[21] Ibid., p.17

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translation method does not really prepare students to speak English, so it is not appropriate for students who want to improve their speaking skill.[22]

Furthermore, the characteristics of the grammar translation method are: reading and writing are the major focus, accuracy is emphasized, grammar is taught deductively, and the students' native language is the medium of instruction.

While, in the direct method, Richards Rodger stated that *direct method* focused on everyday vocabulary and sentence. It emphases speaking in that new teaching points were introduced orally. According to Frankle, a language is better be taught by using it actively in the classroom than using analytical procedures that focus on the explanation of grammar rules in classroom teaching and the teachers must encourage direct and spontaneous of the foreign language in the classroom. This natural language learning principle provided is the foundation of direct method.

Furthermore, the characteristics of direct method are: grammar is taught inductively, the finding of phonetics should be applied to the teaching and to teacher training, words should be presented in sentences, and translation should be avoided.

In *audio-lingual method,* speaking is taught by having students repeat sentence and recite memorized dialogue from the textbook. Audiolingualism appreciated the importance of input before output. More centrally, audiolingualism was based on behaviorist theorist of learning and assumed that

[22] Ibid.,

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language was little more than overt, observable behavior. It means that repetition was a central to learning, since this has been shown to help memorization, atomicity and the formation of association between different elements of language, and between language and contexts of use.[23]

Furthermore, the characteristics of audio-lingual method are: dialogues and drills form are the basis of audiolingual classroom practice, correct pronunciation, stress, rhythm, and intonation are emphasized.

While *communicative language teaching*, students were expected to interact with other people, either in the flesh through pair and group work, or in their writings and teacher helped learners in any way that motivated them to work with language.[24] *Communicative language teaching* is considered as an approach than method. *Communicative language teaching* appealed to those who sought a more humanistic approach to teaching, one in which interactive processes of communication received priority.

Furthermore, the characteristics of communicative language teaching are: language learning is learning to communicate, effective communication is sought, comprehensible pronunciation is sought, translation may be used where the students need from it, and drilling may occur.

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[23] Ronald Carter and David Nunan, *The Cambridge Guide to Teaching English to Speakers of Other Language*, (New York: Cambridge University Press, 2000), P.15

[24] Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, (New York: Cambridge University Press, 1999), P.68

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E. The Importance of Teaching Speaking

As communicative approaches have developed, teachers have been concerned to ensure that students not only, practice speaking English in a controlled way in order to produce features of pronunciation, vocabulary, and structure accurately, but also practice using these features more freely in purposeful communication.[25]

In teaching speaking, learners are provided much knowledge to gain their purpose that is learning to speak competently in English or 'obtaining of communicative competence'. In here they can practice to speak directly and get the material which involved in the speaking, such as: fluency and accuracy. Fluency means responding coherently, within the turn of the conversation, linking words and phrases, using intelligible pronunciation and appropriate information and doing all of this without undue hesitation.[26] While accuracy is ability to speak properly that is selecting the correct words and expression to convey the intended meaning as well as using patterns of English.[27]

In teaching speaking, teachers become a guide for directing their students' speaking activities, analysis what their students' problems while the activities is taking place and after conducted it. Communication strategies are also

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[25] Tricia Hedge, *Teaching and Learning in The Language Classroom*, (New York: Oxford University Press, 2000), p.261

[26] Ibid.,

[27] Kathelin M. Bailey, *Practical Guide to The Teaching English*, (New York: Mc Graw Hill, 1975), p.5

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implemented by the teachers for their students. It may be, when their students lack of words, phrases, or structures when they are speaking.

F. Types of Speaking Activities

There are three basic types of activity that can be used in speaking, *free discussion, role play, and gap activities.*[28]

- Free discussion.

  Free discussion can provided important opportunities for developing certain as aspects of fluency. Ideally over a period of time, free discussion activities will involve students in talking about a range of topics engage their interests, opinions, histories, and experiences.[29]

  Free discussion can also encourage students to use the language needed to sustain conversation over a period of time of time by drawing in others speakers. It also provides for students to practice the strategies required in interpersonal communication, for example, taking and holding turns, introducing a topic of shifting to a new topic and encouraging responses and other contributions.

  Free discussion, even if it takes place in small groups, does not ensure participation from all members. For this reasons, discussion usually needs support or structure of some kind.

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[28] Tricia Hedge, *Teaching and Learning in The Language Classroom,* (New York: Oxford University Press, 2000), p.276

[29] Ibid.,277

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- Role play

Teachers use term 'role play' to refer to a number of different activities, ranging from simple dialogues prompted by specific information on role cards to more complex simulations which pass through a number of stages.[30] The use of role play has added a tremendous number of possibilities for communication practice. Students are no longer limited to the kind of language used by learners in a classroom. The language can correspondingly vary along several parameters: according to the profession, status, personality, attitudes or mood of the character being role played, according to the physical setting imagined, according to communicative function or purpose required.[31] It also perhaps has greater chance than free discussion to involve all the students and oblige practice, except when free discussion is limited to pair work.[32]

- Gap activities

The information gap activity in particular has been studied. This involves each learner in a pair group possessing information which the other learners do not have. The learners' information must be shared in order to

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[30] Ibid., p.278

[31] Penny Ur, *A Course In Language Teaching*, (Cambridge: Cambridge University Press, 1996), P.120

[31] Ibid., p.130

[32] Tricia Hedge, *Teaching and Learning in The Language Classroom*, (New York: Oxford University Press, 2000), p.280

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achieve an outcome. Dougthy and Pica (1986) set up a study which hypothesized that:

> "If the students worked in pairs, with an activity which had requirement for information exchange, they would engage in more negotiation of meaning than with activities where such modification is optional, as in free discussion, or in activities with more participants".

Information gap tasks have their advantages and limitations. They assist language acquisition, but they do not necessarily involve students in conversational strategies in the same way as role play or discussion.[33]

In addition there also interactional and transactional uses and short and long turn in speaking activities.[34] Interactional uses of language are those in which the primary purposes for communication are social. The emphasis is on creating harmonious interactions between participants rather than on communicating information. The goal for the participants is to make social interaction comfortable and non-threatening. Examples, of interactional uses of language are: greeting, making small talk, telling jokes, etc. While, transactional uses of language are those in which language is being used primarily for communicating information. They are oriented more on the message than listener. Examples, transactional uses of language are: news broadcast, lectures, descriptions, etc.

And short turn, it consists of only one or two utterances, while long turn certainly consists of more than two utterances. The general point which

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[33] Ibid., p.281

[34] Penny Ur, *A Course In Language Teaching*, (Cambridge: Cambridge University Press, 1996), P.130

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needs to be made is that it is important that the teacher should realize that simply training the students to produce short turn will not automatically result the students who can perform in long turn satisfactorily.

G. Role Play as Means of a Technique of Teaching Speaking

There is little consensus on the terms used in the role playing and simulation literature. Just a few of the terms which are used, often interchangeably, are "simulation," "game," "role-play," "simulation-game," "role-play simulation," and "role-playing game". There does seem to be some agreement, however, that simulation is a broader concept than role playing. Ladousse, for example, views simulations are complex, lengthy, and relatively inflexible events. But role playing as quite simple, brief technique to organize. It is also highly flexible, leaving much more scope foot the exercise of the individual variation, initiative, and imagination.[35] Whereas role play is included in simulation, it is not by any means confined to them. Simulations simulate real life situations, while in role playing the participant is representing and experiencing some character type known in everyday life.

[35] Gillian Porter Ladousse, *Role Play*, (New York: Cambridge University Press, 1987), p.5

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Role play is a technique in spoken discourse that is used to refer o all sorts of activities where learner imagine themselves in situation outside the classroom.[36]

Role play belongs to that category of language learning techniques sometimes to refer to as low input-high input. This means that the teacher-centered presentation phase of the lesson is very short and not at all the same as it would be for a controlled practice drill.[37]

H. The Procedure of Role Play

Procedure involves a step-by-step guide to the activity. Richards (1985), for example, recommends a six step procedure for role playing: preliminary activity, a model dialogue, learning to perform the role play with the help of role cards, listening to recordings of native speakers performing the role play with role cards, follow-up, and repeating the sequence.[38]

However, many role playing/simulation procedures do not follow these steps (nor should they conform to such restrictive guidelines, according to such researchers as Kaplan, 1997).

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[36] Penny Ur, *A Course In Language Teaching*, (Cambridge: Cambridge University Press, 1996), P.131

[37] Gillian Porter Ladousse, *Role Play*, (New York: Cambridge University Press, 1987), p.7

[38] http://www.cambridge.org.revrieved Wednesday, june, 3 2009. 10:00 a.m

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Ladousse views procedure as one of 11 factors in role plays. These factors are: *level, time, aim, language, organization, preparation, warm-up, procedure, follow-up, remarks and variations.*[39]

- Level

  Level indicates the minimum level at which the activity can be carried out. If the activity is only suitable for low level, a maximum level is given as well

- Time

  Time indicates the time that the actual role plays will take. More time will be needed if the students have to read articles, reports, etc.

- Aim

  Aim indicates the broader objective of each activity, such as developing self-confidence, learning to improvises, or becoming sensitive to attitudes expressed in language.

- Language

  Language indicates the language that the students will need during the role play. Such as structures, functions, different skills, work with register, or intonation patterns, etc.

[39] Gillian Porter Ladousse, *Role Play*, (New York: Cambridge University Press, 1987), p.21

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- Organization

  Organization describes whether the activity involves pair work or group work, and in the latter case, how big the groups should be.

- Preparation

  Preparation indicates anything that needs to be done before go into the classroom. Preparation consists of selecting topic, creating situation, and deciding roles.

- Warm- up

  Warm-up involves ideas to focus the students' attention and get them interested in the issues.

- Procedure

  Procedure is a step-by-step guide to carrying out the activity.

- Follow-up

  Follow-up indicates these activities may be done by all the students, or only by those members of the class who finish the main activity quickly. They can also be done for homework.

- Remarks

  Remarks may indicate the general interest. They may be warnings about special difficulties that may occasionally arise in some role plays.

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- Variations

Variations indicate some activities have variations. It can be used with different types of classless at different level.

I. The Format of Role Play

According to Ladousse role play can bring a very wide variety of experience about the language, which is used as a means of communication. In conducting role play we should to know the format of role play.

The format of role play mainly consists of three parts: the situation, the roles, and the useful expressions

- ✓ The situation is used for describing the task or action to be accomplished. The situation explains the condition of the place where the activity place. To make students' comprehensive in that situation, teacher should give the students situation which is not too difficult or understandable. The roles consist of a list of characters (personality expression, status, personal problem, desire, etc).
- ✓ The roles tell about something that students will conduct. The roles should not complicate. It should reach the ability of the students. The roles consist of a list of characters (personality expression, status, personal problem, desire, etc).

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✓ Useful expressions are usually used in a certain situation and it is used by the students to express their feeling.

J. The Advantages of Role Play

According to Ladousse, there are five special reasons for using role play:[40]

1. A very wide variety of experience can be brought into the classroom through role play. Through role play we can train our students in speaking skills in any situation.
2. Role play put the students in situation in which they are required to use and develop those phatic forms of language which are so necessary in oiling the works of social relationship. It is possible to build up these social skills from a very level through role play.
3. Role play is helpful for these students to have tried out and experimented with the language they will require in the friendly and safe environment of a classroom. Role play is very useful dress rehearsal for real life. It enables them not just to acquire set phrases, but to learn how interaction might take place in a variety of situations.
4. Role play helps many shy students by providing them with a mask. These students are liberated by role play as they no longer feel that their own personality is implicated.

[40]Ibid., p.6-7

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5. Perhaps the most important reason for using role play is that it is fun. Once students understand what is expected of them, they thoroughly enjoy letting their imagination rip.

Role plays also help for reducing the common reluctance found among the second language learners in using English because of fear of committing errors in English.

It is widely agreed that learning takes place when activities are engaging and memorable. Jeremy Harmer advocates the use of role-play can motivate students and make it fun.

Quieter students get the chance to express themselves in a more forthright way. The world of the classroom is broadened to include the outside world - thus offering a much wider range of language opportunities

In addition to these reasons, students who will at some point travel to an English speaking country are given a chance to rehearse their English in a safe environment. Real situations can be created and students can benefit from the practice. Mistakes can be made with no drastic consequences.[41]

K. Assessment of Speaking

Assessment is provided for students to interpret and convey meaning for authentic purpose in interactive contexts. It should include fluency and accuracy.

[41] http://www.cambridge.org.revrieved Wednesday, June, 3 2009. 10:00 a.m

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and accuracy. In assessment, the learners are simply informed how well or badly he or she has performed.[42]

There are three different opinions of assessment's provision:[43]

1. Audio-lingualism stated that negative assessment is to be avoided as far as possible it function as 'punishment' and may inhibit or discourage learning. Positive assessment provides reinforcement of correct responses, and promotes learning.
2. Humanistic methodologies sated that a crucial function of the giving of assessment is to preserve and promote a positive self-image of the learner as a person and language learner. Therefore assessment should be positive or non-judgmental,
3. Skill theory as stated by Johson, for successful of a skill, the learner needs feedback on how well he or she is doing; hence the importance of the provision of constant and honest assessment.

The most common way of gathering information for assessment is through test. The usual criterion is an arbitrary level which the learners are expected to have reached, and the result is generally expressed through percentages. Other sources of gathering information of assessment are: teacher's assessment continues assessment, self assessment, and portfolio.[44]

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[42] Penny Ur, *A Course In Language Teaching*, (Cambridge: Cambridge University Press, 1996), p. 242

[43] Ibid.,p.243

[44] Ibid., 245

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